School Data Teams

CONNECTICUT ACCOUNTABILITY FOR LEARNING INITIATIVE

Norms for this Training

- Place cell phones in manner mode
- Attend to the task at hand
- Fully engage
- Contribute your ideas and listen to colleagues' ideas
- Take care of your needs as a learner – ask questions, challenge assumptions, request assistance, etc.
- …

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Objectives

As a result of completing the session, participants will:

- *Understand the function of the school data team*
- *Be able to apply a data-driven decision-making process and engage in action planning that results in effective school improvement*

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Why THIS work? An Historical Perspective

- Reclaiming Our Nation at Risk
- NCLB
- Achievement Gap
- Researchers, including, but not limited to:
  - Leadership and Learning Center
  - Professional Learning Communities
  - Research for Better Teaching
  - School Portfolio Toolkit
  - Harvard University: Data Wise
  - Meta-Analyses: Hattie and Marzano

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DISCUSSION

1. SUCCESSES

- Discuss with your colleagues (school and/or district) **successes** your school-wide data team has experienced.
- Post ONE success proudly to share with the group.

2. CHALLENGES

- Discuss with your colleagues (school and/or district) **challenges** your school-wide data team has experienced.
- Post THREE challenges to share with the group.

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Focus and Alignment

- District Data Team – *District Improvement Plan* (DDT➔DIP)
  - Looks at the entire system: all students/all schools
  - Sets the directional course for the entire district

- School Data Team – *School Improvement Plan* (SDT➔SIP)
  - Looks at the entire school: all students within the school
  - Sets the directional course for the school

- Instructional Data Team – *Instructional Improvement Plan* (IDT➔IIP)
  - Looks at all students within a grade level or common course
  - Sets the directional course for the grade level or common course

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Collaborative Inquiry

- The relentless pursuit of **excellence** and **equity** subjected to the rigor of **evidence** and **results**. It is a process, not a destination; however, it does not roam aimlessly. As collaborative inquiry grows, schools shift away from *traditional data practices* and toward those that build a high-performing data culture. N. Love, 2008

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High Performing Data Culture

- Review table, reflect on your perception of current practice/reality and place your school in column 1 or column 2.
- Engage in a table conversation to discern if your perceptions are shared or differ.
- What new insights have you gained from this activity and discussion?

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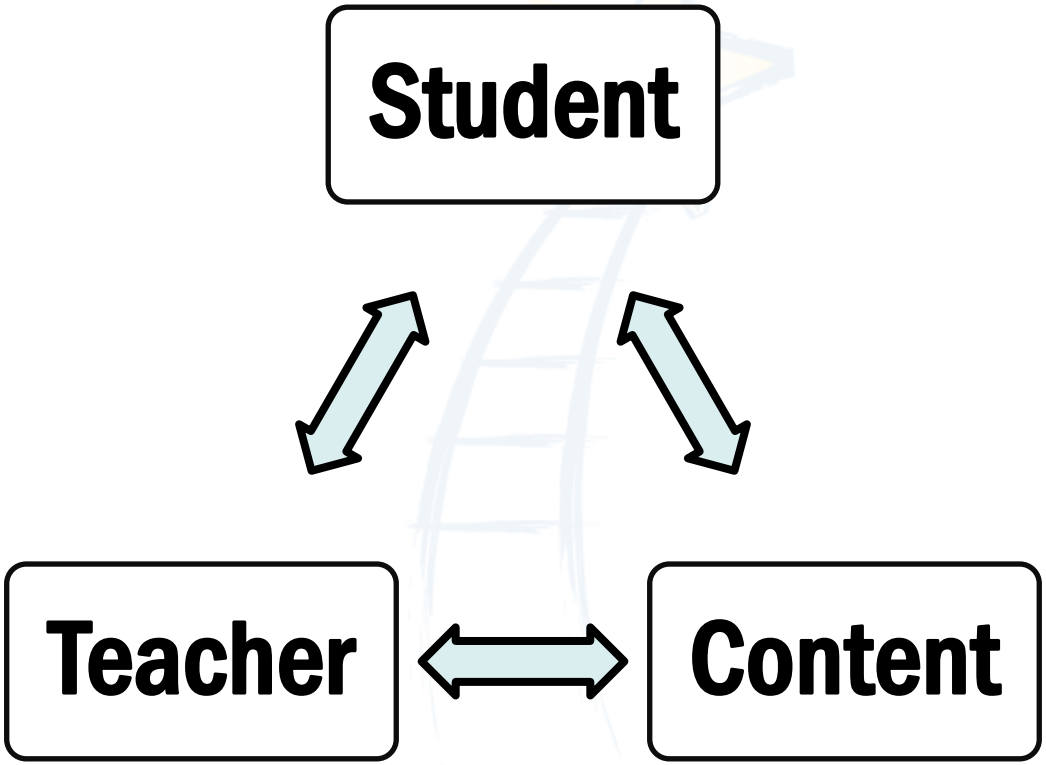
The Instructional Core (Dr. Richard Elmore)



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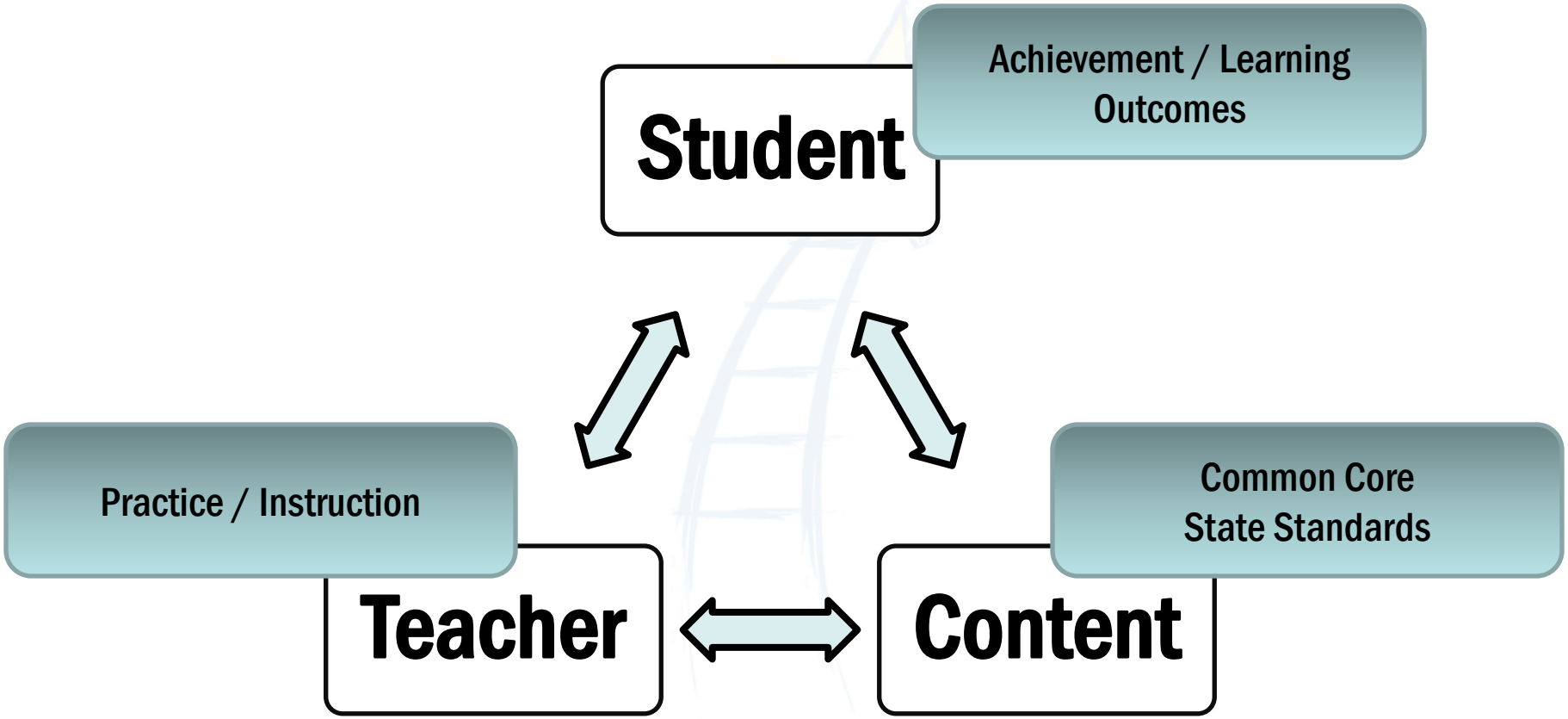

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Principles of the Instructional Core

1. Increases in student learning occur only as a consequence of improvements in the level of content, teacher's knowledge and skill and student engagement.
2. If you change any single element in the instructional core, you have to change the other two.
3. If you can't see it in the core, it's not there.
4. Task predicts performance.
5. The real accountability system is in the tasks that students are asked to do.

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Core Principles (continued)

6. We learn to do the work by doing the work, not by telling other people to do the work, not by having done the work at some time in the past, and not by hiring experts who can act as proxies for our knowledge about how to do the work.
7. Description before analysis, analysis before prediction, prediction before evaluation.

City, E.A., Elmore, R.F., Firaman, S.E., Teitel, L. (2009). Instructional Rounds in Education. Harvard Educational Press. P. 23.

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Understanding the Instructional Core

- In groups of four:
  - Read the principle assigned to your group.
  - Complete the task your group has been given.

  Complete **both** tasks:
  - Create a VISUAL of the principle that you have studied.
  - Create a KEY VOCABULARY (words/phrases) that communicate the essential ideas of the principle that you have studied

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Focusing on the Work of the Adults in the System

- Compare the amount of data that we collect on students to the amount of data that we collect on the actions of the adults.

- ❑ It's all about the adults!

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Transition

Student deficit model

- Some will… Some won't
- Medical model … identify deficits in student – "Handicapped"
- Data-driven decision-making as a student deficit model

Instruction focused model

- All will
- Combining true medical model and data-driven decision-making
- Data/diagnostics on student(s) only to inform the changes required in our treatment/practice.

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A Subtle But Significant Difference

Teaching Comprehension skills	Teaching Comprehension Skills
1. The development of comprehension skills is a challenge for ELLs.	1. The development of comprehension skills is a challenge for ELLs.
2. There is a deficit in the ability of ELL students to learn comprehension skills.	2. *We don't know how to teach comprehension skills to students who do not have a foundation in English.*
3. Give ELL students extra help in learning comprehension skills.	3. Learn ways to teach comprehension skills to ELL students.
4. Move on	4. Implement new instruction.

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Thorough data analysis includes:

- Multiple Measures
- Aggregate and Disaggregate Analyses
- Triangulation
- Trends over time

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FROM NCLB to SPI

- SPI – School Performance Indicator
  - School Improvement is no longer measured by AYP
  - Data provided to districts and school for planning and goal setting purposes (not to be used to rank or classify schools)

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FROM NCLB to SPI

- SPI – CT Performance Targets

  - School, subject and subgroup performance indexes = 88
  - 4-year cohort graduation rate = 94%
  - Extended graduation rate = 96%
    - ☆Half-way to all targets by 2018

  Other Considerations: Subgroup n = 20

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FROM NCLB to SPI

- SPI will be provided by the CSDE
- Look at the recommended growth
- The minimum expectation is that you achieve the growth indicated by the SPI
- Determine if you will write a goal that exceeds the minimum expectation

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Standards for School Data Teams

- Purpose: Clarify and expand our thinking about the CSDE Standards for School Data Teams
- Read Introduction

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SDT Purpose –

from the CT Standards for SDTs

- Purpose – Identify and carry out high priority, high leverage adult actions
- Part of a system of collaborative teams and continuous improvement cycle
- Focus efforts on common student outcomes
- Develop and align strategies; coherent/focused approach
- Developing school-wide strategies
- Thorough analysis of its (school's) performance

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Phases in the Process

I. Determine the Whole School Learning Indicator

II. Identify the Problem of Practice

III. Develop Criteria for Exemplary Practice

IV. Define Measures of Improvement

V. Formulate a Plan to Improve Practice and Student Outcomes

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I. Determine the Whole-School Learning Indicator

Objective: Determine one of the school's most important whole school learning indicator.

<u>Activity: Data Analysis</u>

1. ***Examining data by applying multiple measures analysis***

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II. Identify the Problem of Practice

(Related to the Whole School Learning Indicator)

Objective: To examine how the work is done and what factors might be contributing to the whole school learning indicator and identify the problem of practice.

<u>Activity: Brainstorm</u>

- ***Mind Map***
- ***Trigger Method***
- ***Affinity Diagram***
- ***Five Whys***

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Root Cause Analysis to Identify Problem of Practice

- Root cause refers to the deep underlying reason for a specific situation. While a symptom may be evident from a needs assessment or gap analysis, the symptom (low student scores) is not the cause.
- What is the most important causal factor – the problem of practice – that if addressed, will have a positive impact on the Whole School Learning Indicator?

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Rationale Statement

Activity: Write a Rationale or Summary Statement that includes:

1. *WHY this problem of practice was chosen.*
2. *The inference(s) made based on analysis of data.*
3. *Other factors considered when making the decision re: the problem of practice.*

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III. Develop Criteria for Exemplary Practice (Related to the Problem of Practice)

Objective: To develop the specific criteria for exemplary implementation of the practice issue, based on research, in specific terms.

Activity: Develop Exemplary Practice Criteria

- *T-Chart*
- *Modified Venn Diagram*
- *Narrative*
- *Bulleted List*

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IV. Define Measures of Improvement

Objective: Connect the change in practice to measurements adult actions and student performance.

We have hypothesized that if we change our practice, student performance will improve.

- How will we measure the change in practice? *Adult Action SMART Goal*
- How will we measure the change in student performance? *Student Outcome SMART Goal*

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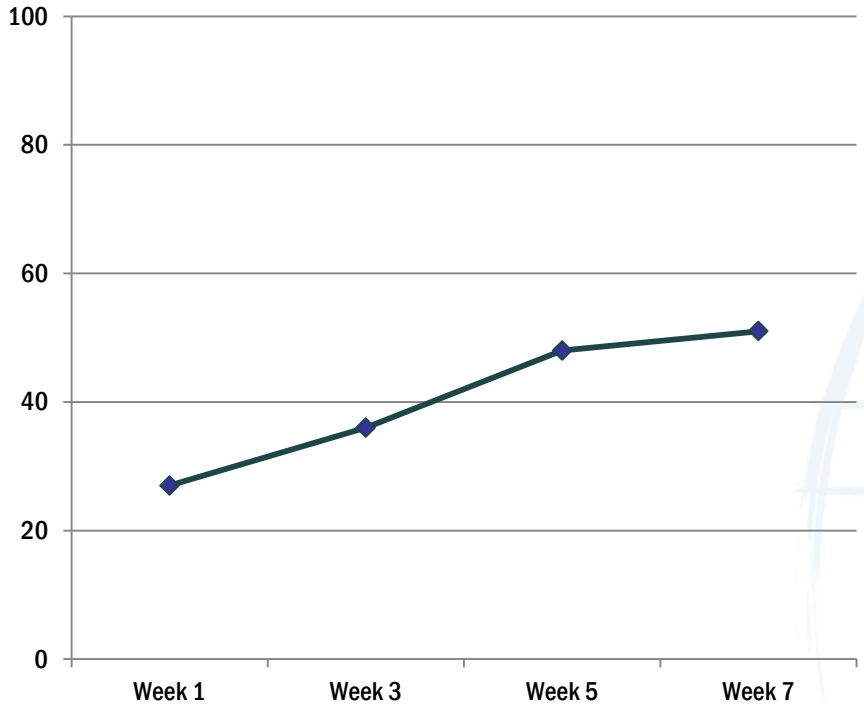
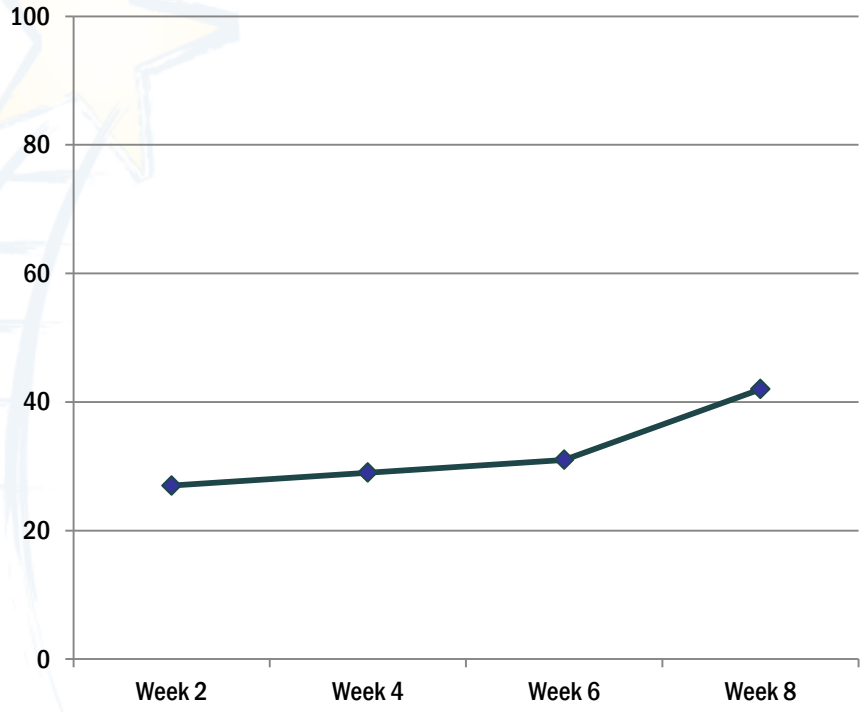
Our Data

Adult Data



Student Data



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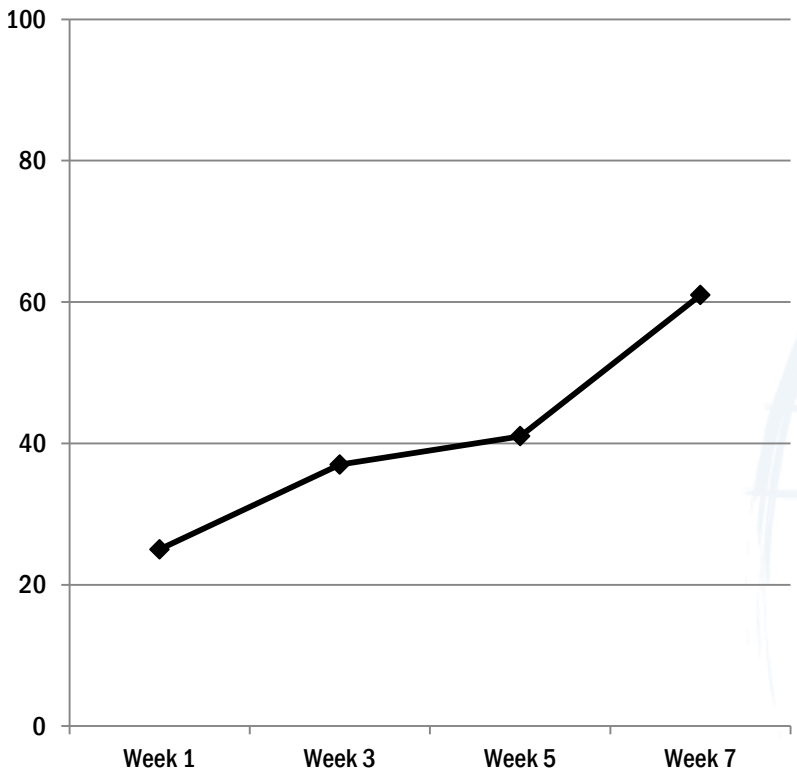

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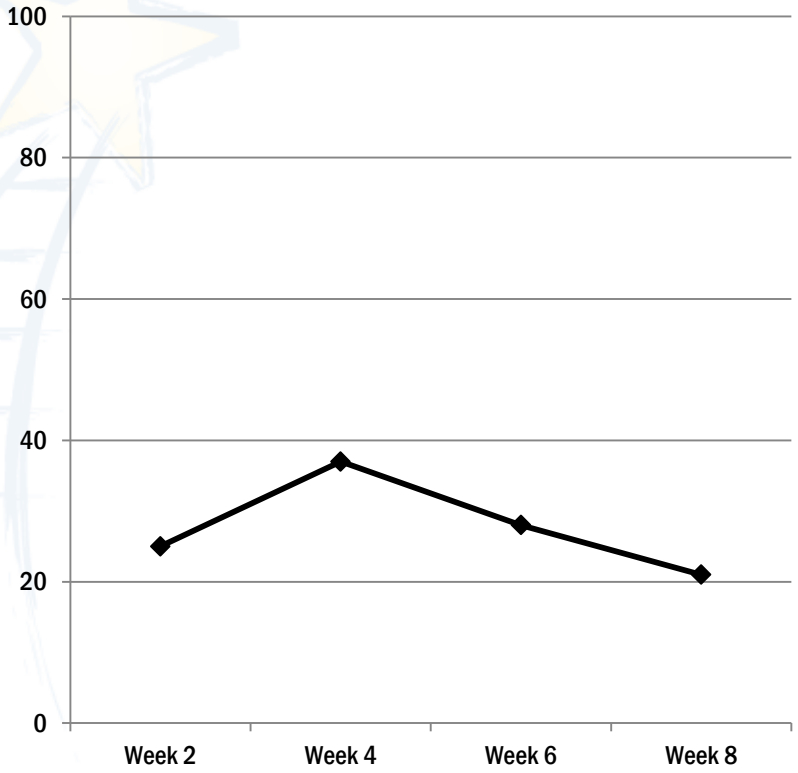

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IV. Define Measures of Improvement

Activity: Write SMART GOALS

1. *Write an Adult Action (change in practice) SMART goal.*

Sample Adult Action SMART Goal:

The percentage of ABC School teachers performing at proficient of higher in their ability to teach problem-solving skills will increase from 55% to 90% by June, 2013 as measured by the problem-solving teaching standards used during walkthroughs, Sept. 2012 through June 2013.

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IV. Define Measures of Improvement

Activity: Write SMART GOALS

2. *Write a Student Learning (change in performance) SMART goal.*

Sample Student Performance SMART GOAL

The percentage of students at ABC School who are reading on or above grade level will increase from 62% to 88% by June, 2013, as measured by the NWEA MAP Reading assessment administered in May-June, 2013.

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V. Formulate a Plan to Improve Practice and Student Outcomes

Objective: To create an action plan that results in changes in practice and improved student outcomes.

<u>Activity: Create an Action Plan</u>

1. ***Choose an action planning template (or create your own)***
2. ***Refer to the exemplary practice criteria established in Phase III***
3. ***Record the steps you will take to close the "practice gap" and improve student learning.***

Note: Action plans align to accountability – of strategies or action steps, responsibilities, timelines, monitoring of implementation and/or progress, etc.

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School Data Team

Day one reflection – PLEASE DO NOW

- Three – Two – One!
  - Three things I want to remember…
  - Two things I would like clarified…
  - One thing I will do immediately…

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With sincere thanks to the Vetting Team Representatives:

- Connecticut Public School Teachers and Administrators
- RESC / SERC Staff
- CSDE Consultants
- Connecticut Higher Education
- Connecticut Association of Schools

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